



**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to familiarize themselves with the expectations of the new TNReady English language arts expectations for students.

**Topic for Discussion: TNReady ELA Item Deconstruction**

<b>Step 1:</b>	Download the “TNReady ELA Expectations” presentation from the “For Leaders” section of the TNCore website at <a href="http://www.tncore.org">www.tncore.org</a> . You will also want to download the sample items and the “Instructional Implications for ELA”. (You may also make copies of them from this manual.)
<b>Step 2:</b>	<ol style="list-style-type: none"> <li>1. If you have not shown you staff the TNReady overview video or the accompanying PowerPoint presentation, review the presentation you downloaded from TNCore on ELA expectations.</li> <li>2. Give teachers 2-3 minutes to discuss at their tables any immediate reactions at their tables and then share out.</li> </ol>
<b>Step 3:</b>	<ol style="list-style-type: none"> <li>1. Distribute the “Instructional Implications” document and talk through teach row.</li> <li>2. Allow teachers to concentrate on the “Teachers” and “Students” columns.</li> <li>3. After each row, give some discussion time at each table and have tables share out which actions they want to prioritize and which student behaviors they believe need to become areas of focus.</li> </ol>
<b>Step 4:</b>	<ol style="list-style-type: none"> <li>1. Distribute the TNReady sample items.</li> <li>2. Allow teachers some time to review the items and engage in discussion centered on how the key teacher actions and student behaviors could impact mastery of these items.</li> </ol>
<b>Step 5:</b>	<ol style="list-style-type: none"> <li>1. Choose one of the sample passage sets for your grade band and allow teachers to work through the entire set, completing all items just as students would.</li> <li>2. When all teachers are complete, record reactions to the items and the passages on chart paper.</li> </ol>
<b>Step 6:</b>	<p>From their experiences, have grade levels and/or content areas record instructional planning goals for using these and similar items in classroom instruction. You may also provide time for teachers to create similar items to these for use in daily instruction.</p> <p>Guiding questions may include:</p> <ol style="list-style-type: none"> <li>1. What expectations of our students must occur for them to be successful on these types of items?</li> <li>2. Are the reading passages we are using in our instruction now reflective of the passages we see in these types of items?</li> <li>3. What practices do we have in place now that are supporting our students’ expectations in reading and writing?</li> <li>4. What instructional practices do we need to prioritize and benchmark through frequent analysis of student work that support these student expectations?</li> </ol>

